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Department of Education

WITHDRAWN

# Courses of Study

Public and Separate Schools

1926



ONTARIO

ISSUED BY AUTHORITY OF  
THE MINISTER OF EDUCATION



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## Prefatory Notice

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After a practical test of the suitability of the Courses of Study of the Public and Separate Schools covering a period of two years, they have been revised to conform, as far as possible, with suggestions submitted by school boards, inspectors, teachers and others conversant with educational needs, and are now issued in permanent form.

In response to a widespread belief that the former courses of study were too burdensome, a serious attempt has been made to lighten them and to give them greater elasticity. In some subjects, the field of work to be covered has been considerably reduced by the omission of topics formerly included. In other subjects, many details that have little relation to the pupil's life have been eliminated. A reduction in the number of subjects has been secured through combining in one course those that are closely correlated in material. Greater freedom has been provided in some subjects by the prescription of a brief minimum course to be taken in all schools, and a broader supplementary course from which selections may be made to suit the conditions of individual schools.



## ORGANIZATION OF THE COURSES OF STUDY

### GENERAL

**1.—**(1) Subject to any instructions that may be issued by the Minister from time to time, the Courses of Study shall be taken up in five Forms as defined in the syllabuses below.

(2) Boards may establish either a Kindergarten Form for pupils between the ages of four and seven, or a Kindergarten-Primary Form for pupils between the ages of five and seven, or they may omit both Forms.

(3) In school sections where the French or the German language prevails, the Board may, in addition to the Courses of Study prescribed herein, require instruction to be given in French or German Reading, Grammar, and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French and German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public and Separate Schools shall be set aside because of the use of the authorized text-books in French or German.

### GRADES

**2.—**(1) The range of the course in each subject of the syllabuses shall be as defined in the specifications below.

(2) Certain courses in the Forms have been divided, each into a Junior and a Senior Grade, but, according to the conditions of the school, these grades may be combined or a different division may be made by the Principal. Similarly each of the other courses may be divided into grades.

(3) For pupils of average ability, the course in each of Forms I to V is intended to take two years, with the exception of Form II, which may be completed in one year; but, throughout the school, pupils shall be classified by the Principal in accordance with their aptitudes and attainments, and the organization shall be flexible enough to allow within the school year the promotion of capable pupils, in all or any of the subjects of the grade.

## THE KINDERGARTEN AND KINDERGARTEN-PRIMARY FORMS

### SYLLABUS OF THE COURSES

**3.—**(1) Subject to any instructions issued by the Minister from time to time, the courses in the subjects of the Kindergarten and Kindergarten-Primary Forms are classified and shall be taken up as prescribed below, in accordance with the age and mental development of the pupils; but when a Kindergarten-Primary Form alone or both a Kindergarten and a Kindergarten-Primary Form are established, the course or courses thereof, and that of Form I may be modified by the Inspector or the local Chief or Senior Inspector, as the case may be, in order to secure the due articulation of each as a part of the local school organization:



## I.—SUBJECTS COMMON TO THE KINDERGARTEN AND THE KINDERGARTEN-PRIMARY FORMS

**Manners and Morals.**—Throughout the courses the teacher should seek incidentally, through the songs, games, talks, and stories, from current events, and by her own example, to establish good habits in morals and in manners.

**Nature Study.**—Study of nature through songs, conversation, and observation.

The seasons and subjects connected with each; circle talks and songs.

Study of plants through the observation of their growth in the window boxes and garden plots, and of animals through the observation of pets and animals.

Observation of the heavenly bodies.

Simple natural phenomena.

**Vocal Music.**—Rote singing of simple melodies relating to the home, the parents, God, nature, and country; trade songs; Mother Goose Rhymes.

**Physical Culture.**—Simple games requiring a minimum of attention and fatigue: Movement games: skipping and dancing games; symbolic games, and games representing human activities; sense games; marching.

Organized plays and games, to increase motor efficiency.

**Hygiene.**—Simple lessons on the care of the hair, the teeth, the skin, and the nails, and the organs of the senses.

Simple lessons on eating, drinking, breathing, sleeping, neatness, and cleanliness.

Importance of pure water, fresh air, and sunlight.

## II.—THE KINDERGARTEN FORM

### Gifts

The Kindergarten Gifts; plays leading to a recognition of the qualities and possibilities of the various Gifts and of objects related to them.

### Occupations

**Sewing.**—Straight lines leading to borders, symmetrical designs.

Outlining of picture cards in suitable colours.

**Art.**—Exercises in the correct use of the pencil; recognition of the standard colours, freehand expression with soft pencil and coloured crayons in illustrative drawing and the reproduction of natural forms and common objects.

**Folding.**—All folding to be given in sequence; the initial sequence to consist of the simplest possible folds, repeated until dexterity is gained by the child.

**Cutting.**—Exercises in the use of scissors; stripping and fringing paper, to be made into simple objects; cutting out and pasting illustrative pictures; a simple sequence of cutting; freehand cutting.

**Weaving.**—A logical sequence of weaving exercises based on number, form, and colour.



**Modelling.**—(1) Clay or plasticine.—Exercises in modelling simple objects; recognition of type forms; free expression.

(2) Sand.—Three forms of expression: Hollowing out, building up, surface work such as the imprint of a tablet, or by lines and drawing.

**Bead Stringing.**

**Exercises with Pegs and Tiles.**

### Games

Simple games requiring standing and sitting alternately and the minimum of attention and fatigue, as follows:

(a) Movement plays, the chief object of which is to provide for bodily development, as up and down games, games of imitation, skipping and dancing games.

(b) Symbolic and representative games, nature activities, human activities, industrial activities.

(c) Sense games.

(d) Games involving number.

### Stories

Selected stories: Bible stories; fairy stories; nature stories; stories of other children; fables; historical stories; dramatization.

## III.—THE KINDERGARTEN-PRIMARY FORM

**Literature.**—Story telling, and reading and reciting by the teacher of selections in prose and poetry.

The oral reproduction by the pupils of stories, readings, and recitations.

The memorization of choice selections in prose and poetry.

**Language, Reading, and Spelling.**—Simple exercises in breathing, articulation, and vocalization.

**Language.**—Spontaneous self-expression through songs, games, and stories; the use of pictures and kindergarten material.

New words and new forms of expression to be developed incidentally through plays, impersonation, dramatization, and pantomime.

Simple oral statements in narrative and in answer to questions connected with the other subjects of the Form.

Games to impress correct forms of expression.

**Reading.**—Word recognition, based on games dealing with action-words; name-words; words indicating quality, colour, motion, direction, position, form; incidental words; the names of the parts of body, and of flowers, vegetables, animals, trees; names connected with the trades and with stories told.

Reading from the blackboard and prepared cards, sentences related to the preceding material; reading from illustrated story books.



**Phonics.**—Oral and written, concurrently with reading and supplementary thereto.

**Spelling.**—Exercises to train the pupils to get vivid images through the eye and to acquire skill in copying and designing from a pattern.

Matching words which accompany and name a picture and matching words learned in reading lesson.

Construction of sentences, using word-cards.

Word-building, using letter-cards.

Construction of sentences, using letter-cards.

Script reproductions of short printed sentences.

Use of capital letters and period in the sentences.

Exercises in recognizing the difference between the singular and the plural forms of nouns.

Writing simple words from dictation.

**Writing.**—Muscular movements taught in games, the rhythm of the games being emphasized.

Letter-making with Kindergarten material.

Tracing and writing on the blackboard, using crayons, with a quick arm movement begun in the air; writing on heavy construction paper at the table, with the same movement, using crayons and pencils with large leads.

Attention to the position of the body, hands, arms, paper, and pencil.

Study and practice of the alphabet.

**Arithmetic.**—Objective development of the number idea; exercises in selections from the Building and Laying Gifts to give a knowledge of the facts of numbers to 9 (inclusive).

Indefinite relations developed by comparison.

Definite relations developed through handling blocks, sticks, etc., without names of numbers.

Definite development of the number idea; analysis and synthesis of numbers to 9.

Number pictures: Transition from objects to symbols.

The names of the symbols 1-9; addition and subtraction within these limits.

Concrete units: The inch by using the material of the squared table, and foot by using the Kindergarten sticks; pint and quart; one-half, one-fourth, one-eighth.

Application of the knowledge of numbers to the occupations, folding, cutting, weaving; and to plays, buying, selling, building, measuring.

**Art.**—Exercises in the correct use of the pencil with free arm movement.

Recognition of standard colours.

Picture-making with tablets and sticks.

Development of symmetrical designs in borders, units, "all-over" repeats, and sequences.

Freehand expression with soft pencil and coloured crayons in illustrative and imaginative drawing and in the reproduction of natural forms and common objects.



**Manual Training.**—Modelling in clay and plasticine: Free expression of the child's own ideas; illustration of stories and songs; typical forms, connected with the child's interests; making the sphere, cube, and cylinder, and objects based thereon.

The sand table: Individual and co-operative work in the illustration of stories, songs, nursery rhymes; the surface of the earth; modelling plans of street, schoolroom and playground; illustration of ideas gained in connection with other exercises.

Paper tearing; the use of the scissors; cutting out pictures from magazines, newspapers, etc.; free cutting; arranging and mounting in groups the objects cut, to illustrate scenes, stories, songs, and games; cutting symmetrical designs, the elements involved being nature forms; construction of objects based on the sixteen square fold.

Winding exercises on card-board rings with carpet yarn, raffia, etc.; knotting; weaving on card-board looms.

**Sewing.**—Picture-making with tablets and sticks.

Straight lines leading to borders and symmetrical designs.

Choosing and matching colours.

Simple talks on the use of the needle.

Knotting and threading; sewing on picture cards with suitable colours; simple stitch forms with wool and on canvas.

## FORMS I-IV

### SYLLABUS OF THE COURSES

#### Classification and Limitations

4.—(1) The following subjects are obligatory, and shall be taken as prescribed in the syllabus of the courses below:

Reading and Literature; Composition and Spelling; Writing; Arithmetic; History; Geography; Grammar; Hygiene and Physical Culture; Art and Constructive Work (a minimum course); Nature Study and Agriculture (a minimum course); Vocal Music (a minimum course).

(2) The following subjects are optional:

Art and Constructive Work (supplementary course); Nature Study and Agriculture (supplementary course); Vocal Music (supplementary course); Manual Training; Household Science.

From the above list of optional subjects the Board may, on the recommendation of the Inspector, select such subjects prescribed for Forms I-IV and such topics of these subjects as in its judgment are desirable and practicable in the condition of the school.

With the approval of the Minister, the Board may add to the list of optional subjects such other subjects as may be suitable to meet the needs of the locality.

(3) Throughout the courses, the teacher shall give instruction in moral principles and practices and in good manners, from current incidents, from the lessons in Literature, History, etc., by anecdotes and didactic talks, and by his own example as well as by precept.



## FORM V

### SYLLABUS OF THE COURSES

#### Classification and Limitations

5.—The Course of Study for Form V is designed to meet the needs of those pupils who desire a general education, or who wish to prepare for the Public School Graduation Diploma.

(1) The following subjects are obligatory and shall be taken as prescribed in the syllabus of the courses below:

Reading and Literature, Composition and Spelling, Canadian History and Civics, Geography, Grammar, Arithmetic.

(2) The following subjects are optional:

Physiography, Algebra, Geometry, Art, Botany, Zoology, Agriculture and Horticulture, Latin, French, German, Manual Training, Household Science, Music, Business Practice, Stenography and Typewriting.

The courses in these subjects for Form V are the same as those prescribed for the Lower School of the High School (See pages 14-39, Courses of Study of the High Schools, Collegiate Institutes, and Continuation Schools). From these subjects, the Principal may, with the consent of the Board and the approval of the Inspector, select such subjects and such topics of the subjects as are deemed desirable and practicable in the condition of the school. Pupils who wish to obtain credit for the subjects of the Lower School must, of course, fulfil the examination requirements therefor.

(3) Instruction in Manners and Morals shall be given as in Forms I-IV. See section 4 (3) above.

### READING AND LITERATURE

The course in Reading and Literature should give the pupil power to grasp quickly and accurately the meaning of the words of the printed page, and to appreciate the feelings associated with the ideas. The materials and the methods used should be directed towards developing in the pupil a taste for what is best in literature, thus providing him with a means of worthily enjoying his leisure, of extending his knowledge, of moulding his character, and of developing an appreciation of artistic expression. The material in the School Readers should be supplemented in each Form by a wide range of good books adapted to the interests and capacities of the pupils. Sets of books sufficient in number for class use should where possible be provided in the school library.

The course in Oral Reading should train the pupil to communicate adequately to the listener the thoughts and feelings of the passages read. In all the Forms due attention should be given to distinct enunciation, correct pronunciation, and naturalness of expression. Special exercises to secure these qualities should be used where necessary.

#### FORM I

Word recognition by means of the phonic method, the word method, the sentence method, or a combination of these methods.

Reading from the blackboard, the Primer, and the First Book.

Supplementary reading in class and at seats from other primers and suitable story books.

Simple dramatization.



## *Reading and Literature.*

Memorization and recitation of suitable selections of good poetry and prose.

Exercises in silent reading from the blackboard, the Primer, the First Book, and the supplementary reading books, as a means of training the pupil in the rapid grasping of thought from the printed or written symbols.

Silent reading, as seat work, of books from the school library adapted to the interest and capacity of the pupil at this stage.

In addition to the work in reading as outlined above, the teacher should tell and read to the pupils well-selected stories—Bible stories, fairy and folk tales, myths and legends, historical tales, stories of heroic deeds, etc.—as a means of creating in the pupils a desire to read such stories for themselves. The teacher should also read and recite for the pupils poems that are within their capacity to understand and appreciate, as a means of fostering a taste for good poetry.

### FORM II

Oral reading from the Second Book, with attention to distinct enunciation, correct pronunciation, and naturalness of expression.

Exercises in silent reading from supplementary books to train the pupil to interpret the meaning rapidly and accurately.

Supplementary reading in class and at seats in each Grade of Form II of at least three suitable books, part prose and part poetry.

Reading of suitable books from the school library for information and enjoyment.

Dramatization continued.

Memorization and recitation of choice selections of prose and poetry from the Second Book and from other sources.

### FORM III

Oral reading from the Third Book.

Exercises in silent reading to improve the pupil's power to grasp rapidly and accurately the meaning of passages read.

Supplementary reading in each Grade of Form III of at least three suitable books, part prose and part poetry.

Reading at seats and at home of books from the school library, or of others recommended by the teacher.

Dramatization continued.

Memorization of choice selections of poetry and prose from the Third Book and from other sources.

The use of the dictionary to determine the spelling and meaning of words.

### FORM IV

Oral reading from the Fourth Book.

Silent reading to improve the pupil's power to interpret thought rapidly and accurately.

Supplementary reading in each Grade of Form IV of at least four books, part prose and part poetry. For the Senior Grade these books are to be selected from the list of books prescribed for reading during the year preceding the pupil's taking the High School Entrance examination. (See Circular 58.)

Reading at home of books selected from the school library and others recommended by the teacher.



## *Reading and Literature—Composition and Spelling,*

Memorization and recitation of choice selections of poetry and prose, including those from the Fourth Book prescribed for candidates at the High School Entrance examination. (See Circular 58.)

The use of the Dictionary to determine the spelling, meaning and pronunciation of words.

### FORM V

Oral reading from the High School Reader and from the prescribed authors. Principles of reading to be learned incidentally.

Intelligent comprehension of prescribed authors. (See Circular 58.)

Supplementary reading in each Grade of Form V of at least four books, part prose and part poetry, selected from the list prescribed by the Department of Education. (See Circular 58.)

Memorization and recitation of choice selections of prose and poetry prescribed by the Department of Education and selected by the teacher. (See Circular 58.)

## COMPOSITION AND SPELLING

The materials and the methods used in the course in Composition should be directed towards developing in the pupil the habit of clear, accurate, graceful, and fluent expression of his ideas in his oral and written speech.

Much of this training should be given incidentally in connection with the other courses of study by encouraging the pupil in all school lessons to express his ideas clearly and connectedly. But, in addition to this incidental training, there should be in all the Forms frequent, systematic, and purposeful practice to improve the pupil's powers in the use of his language. Self-criticism by the pupils should be encouraged in all oral and written composition.

The course in Spelling should be directed towards developing in the pupil the habit of using in his written work the forms of words sanctioned by usage. Much of the spelling should be learned incidentally in connection with the work in other subjects, particularly the spelling of such technical and proper names as the pupil requires in his written work. Careful attention should be given to spelling in all written exercises; and in Forms I and II some attention should be given to oral spelling. The use of the Dictionary to determine the spelling of words should be taught in Form III, and its systematic use for this purpose should be encouraged thereafter.

### FORM I

*Oral:*

Reproduction of short, easy stories *told* by the teacher.

Narration of personal experiences; short accounts by the pupils of what they have seen and heard and done.

Talks about objects in the schoolroom and playground, games, pets, and toys.

Talks about special anniversary days—Thanksgiving Day, Christmas, Easter.

Dramatization of stories in the Readers and of others told by the teacher.

Invention of simple stories suggested by pictures.



## *Composition and Spelling.*

### *Written:*

During the first school year, no written composition should be required.

Transcription of sentences and short stories from the blackboard should be given. Such exercises should be carefully supervised and examined.

During the second school year, written composition should be begun, using such exercises as the following:

Transcription from the blackboard of model stories composed jointly by teacher and pupils.

Written reproduction of *short* stories.

Simple notes to teacher, parents, fellow pupils.

### *Technical:*

To be taught incidentally in connection with the lessons in reading, in transcription, and in written composition.

Use of capital letters at the beginning of sentences, lines of verse, proper names.

Use of interrogation point and period.

Drill, chiefly oral, on the correct use of such words as: is, are; was, were; did, done; saw, seen; went, gone.

### *Spelling:*

Easy words from the Primer and the First Book.

Words required in the written composition.

Simple abbreviations: Mr., Mrs., Dr., St., Ont.

## FORM II

### *Oral*

Reproduction of suitable short stories.

Narration of personal experiences.

Talks about special anniversary days: St. Valentine's Day, Arbor Day, Victoria Day, Dominion Day.

Invention of stories suggested by pictures.

Reproduction of material furnished by the lessons in other school subjects.

### *Written:*

Transcription of model stories and letters.

Reproduction of stories.

Stories from pictures.

Narration of personal experiences.

Description of games, toys, pets, animals, birds, occupations of the home.

Simple letter writing; addressing envelopes.

### *Technical:*

To be taught incidentally in connection with the lessons in reading and written composition:

Use of capitals in headings and titles; use of the period with initials and abbreviations.

Use of margins in written work.

Sentence forms: statements, questions, commands, exclamations.

Correct use of such words as: knew, known; threw, thrown; tore, torn; wrote, written; chose, chosen; froze, frozen.



## *Composition and Spelling.*

### *Spelling:*

The Form II Course in the Ontario Public School Spelling Book.

Dictation from the Second Reader and various other sources to supplement the Spelling Book, but not exceeding the course in the Spelling Book in vocabulary and difficulty.

Words that may be required in the pupil's written composition.

### FORM III

#### *Oral:*

Continuation of work similar to that of Form II.

Connected topical recitation in all school subjects to develop clear, logical, coherent speech.

Much of the written work at first to be given orally to prevent mistakes and improve form.

In simpler cases, correction of errors in speech to be accompanied by reasons.

#### *Written:*

Reproduction of stories, and narratives of personal experiences continued.

Daily practice in short exercises reproducing the work taken in other subjects.

Invention: planning and writing original compositions; stories similar in theme to those told or read; expansion of stories told in outline; stories to illustrate proverbs; imaginary autobiographies.

Friendly letters, longer and more varied.

Easy exercises in changing direct narration to indirect narration and *vice versa*.

#### *Technical:*

All common uses of capital letters.

Quotation marks in unbroken and in broken quotations.

Uses of comma to set off (1) words in a series, (2) the name of the person addressed, and (3) a direct quotation.

Correct use of such words as: can, may; lie, lay; rise, raise; sit, set; don't, doesn't; teach, learn; fly, flee; think, guess; burst; drowned.

### *Spelling:*

The Form III Course in the Ontario Public School Spelling Book.

Dictation from the Third Reader and various other sources to supplement the Spelling Book, but not exceeding the course in the Spelling Book in vocabulary and difficulty.

Plurals and possessives.

Common abbreviations and contractions.

### FORM IV

#### *Oral:*

Continuation of work of Form III.

Public speaking; frequent practice by the pupil in speaking before fellow pupils on subjects selected by himself or by the teacher.

Occasional debates on subjects within the interests and attainments of the pupils, to cultivate fluency and readiness of speech.

Correction of errors to be based upon grammatical rules.



## *Composition and Spelling:*

### *Written:*

Narratives and descriptions, reproduced and original.

Letter-writing; business letters, friendly letters.

Writing of original sketches to be read before the school literary society, **or** to be included in the school paper.

Interchange of letters between schools.

### *Technical:*

Common uses of all marks of punctuation.

Simpler laws of paragraph structure.

### *Spelling:*

The Form IV Course in the Ontario Public School Spelling Book.

Dictation from the Fourth Reader and various other sources to supplement the Spelling Book, but not exceeding the course in the Spelling Book in vocabulary and difficulty.

Inflected forms.

## FORM V

### *Oral:*

Public speaking : subjects selected by the pupil himself or by the teacher.

Debates.

Abstracts and reproductions of work taken in various school subjects.

Systematic application of the principles of good English to the correction of errors in oral speech.

### *Written:*

The principles of Narration, Description, Exposition, and Argument applied in frequent written exercises.

Letter-writing: business and friendly letters.

Abstracts and reproductions.

Careful attention to composition in all written work.

Systematic application of the principles of good English to the correction of errors in written work.

### *Technical:*

Careful attention to writing, spelling, punctuation, capitalization, indentation of paragraphs, spacing, placing of titles and headings, etc., in all written work.

Laws of paragraph structure applied.

### *Spelling:*

The Course for Form V in the Public School Spelling Book.

Dictation from other sources.



## WRITING

The course in Writing should develop in the pupils habits of neatness, legibility, and rapidity in written work. Care should be taken to ensure the ability to make correct letter forms, and to develop freedom of movement. The teacher should require neat and legible work in all written exercises.

### FORM I

Correct letter forms.

Writing at the blackboard.

Desk exercises in writing with dull pencils in a large hand.

### FORM II

Continued practice to develop correct forms: small letters, capitals, figures.

Graded exercises with pen and ink.

### FORM III

Graded exercises.

Spacing and joining.

Simple accounts, bills and receipts.

### FORM IV

Regular exercises in writing, including business forms, to secure legibility, beauty, freedom, and speed.

## ARITHMETIC

The course in Arithmetic should be directed towards giving the pupil power to use numbers rapidly and accurately in the calculations required in practical life. Emphasis should therefore be placed on speed and accuracy in computation; on the use of approximations and checks to test results; on practical problems related to the pupil's life; on intelligent methods of attacking and solving problems; and on the accurate, concise, and logical statement of solution both orally and in writing. Oral arithmetic should be emphasized in all the grades.

### FORM I

#### *Junior Grade:*

It is essential that the number work in the child's first year at school should be an outgrowth of his personal activities in the school and in the home. The work throughout this grade should be largely of an objective nature. It is suggested that no formal class work in this subject be taken during the first two months.

Counting to 100.

Reading and writing numbers to 100.

Counting by groups of 10's and 5's to 100.



### *Arithmetic:*

Drill in recognizing numbers through reading them on the calendar, pages of books, etc.

Addition and subtraction facts of the numbers to 10—oral and written, but chiefly oral.

Easy, one-step, concrete, *oral* problems within the limit of 10.

Value of coins—one-cent, five-cent, ten-cent.

Oral drill on the simple extension tables involving the combinations up to and including 10.

### *Senior Grade:*

Single column addition applying extension tables up to and including 10.

Addition and subtraction facts of numbers 11 to 18.

Thorough drill on the more difficult extension combinations to develop speed and accuracy in addition.

Reading and writing of numbers to 1,000.

Addition of numbers of three digits.

Subtraction of numbers of three digits.

Comparative value of twenty-five cent and fifty-cent pieces, and the one-dollar bill; making change up to one dollar.

### FORM II

The reading and writing of numbers from 1,000 to 1,000,000.

Addition of numbers of five digits, special attention being given to the securing of ease, accuracy, and speed.

Subtraction of numbers of five digits.

Oral and written practical problems in addition and subtraction; oral problems in making change out of sums up to ten dollars.

The meaning of multiplication; thorough mastery of the multiplication tables; single line multiplication by numbers up to 12; short method of multiplication by 10 and its multiplies; multiplication by numbers up to three digits; practical problems in multiplication.

The meaning of division; simple oral exercises in division; division by numbers up to 12; division by any two digit divisor; proofs in division; easy factoring; practical problems in division, chiefly oral.

The meaning and expression of halves, quarters, eighths, thirds, and sixths.

Relation of pint, quart, and gallon; and ounce and pound, discovered experimentally; problems oral and written applying these units in a practical way.

Roman notation to 1,000.

### FORM III

### *Junior Grade:*

Practice in addition, subtraction, multiplication, and division, and in practical problems involving these operations.

Factors and multiples; multiplication and division by two factors.

Simple bills and accounts; receipts.

Simple tables of weights and measures, such as time measure, dry and liquid measure, British money, linear measure, and avoirdupois weight; simple practical problems in reduction ascending and descending.



## *Arithmetic.*

### *Senior Grade:*

Common measures and multiples, cancellation.

Reading, writing, interpretation, and concrete expression of such fractions as are in common use; equivalent fractions; addition and subtraction of fractions.

Perimeters of rectangles; simple practical problems.

Square measure and cubic measure; areas of rectangular surfaces, and volumes of rectangular solids; simple practical problems.

### FORM IV

### *Junior Grade:*

Multiplication and division of fractions; oral and written practical problems involving operations with fractions.

Reading, writing, and interpretation of decimals; relation of decimals to common fractions and common fractions to decimals.

Practical application of addition, subtraction, multiplication, and division of decimals in problems of every day life.

Practical measurements such as: paving, papering, shingling, board measure, flooring, floor covering, and measurements of foundations.

Household and farm problems.

### *Senior Grade:*

Percentage; conversion of percentages into fractions and decimals, and of fractions and decimals into percentages.

Practical applications of percentage in commission, insurance, trade discount, simple interest, bank discount, taxes, and duties.

Business forms: Bills, accounts, receipts, cheques, promissory notes, deposit slips, pass books, etc.

**NOTE.**—The problems given for solution in connection with the commercial phases of arithmetic should be simple and direct, and should involve only such transactions as are likely to occur in practical life.

Perimeters and areas of rectangular figures, surface and volume of rectangular solids.

Practical problems, oral and written, drawn from the common activities of life.

### FORM V

Review of principles.

Measures and multiples.

Fractions (vulgar and decimal).

Compound quantities, including the metric system.

Problems on ratio, time, motion, work, etc.

Square root.

Applications of percentage: commission, insurance, duties, taxes, interest, discount, stocks, exchange.

Uses of common business forms: receipts, promissory notes, drafts, orders, deposit slips, cheques, bills of goods, invoices, accounts, endorsement and consequent liability.

Mensuration: the rectangle, triangle, circle, parallelepiped, prism, cylinder, pyramid, cone, and sphere.

Oral arithmetic.



## HISTORY

The materials chosen and the methods used in the course in History should be designed to interest the pupil in historical reading, to give him a knowledge of his civil rights and duties, to enable him to appreciate the logical sequence of events, and eventually to give him the power to interpret present conditions in the light of the past. The teacher should, at every stage in the course, endeavour to invest the historical characters and events with a vividness and an attractiveness that will stir in the pupil a desire to read widely on historical subjects. It is highly important that the pupil should not be confused with details that are not essential at this stage, and that he should not be required to memorize ready-made notes, a practice which inevitably leads to a dislike of the subject. The teacher should not fail to emphasize the extent, power, and responsibilities of the British Empire, its contributions to the highest form of civilization, the achievements of its statesmen and its generals, and the increasingly important place that Canada holds amongst the Overseas Dominions.

Carefully selected supplementary reading in History for Forms IV and V, and sufficient copies of the History Reader for the use of the pupils of Form III should be provided in the school library.

### FORM II

Local History stories, including stories of early pioneer life; stories of famous people; stories of child life in other lands; and Bible stories, told by the teacher and reproduced orally by the pupils.

Supplementary Reading of simple History story-books within the capacity of the pupils.

NOTE: Stories used for History and Composition in this Form should be very closely related and separate provision should not be made on the teacher's time-table for each subject.

### FORM III

Stories of famous people, and important events in British and Canadian history, as set forth in the History Reader, "The Story of the British People."

Stories of pioneer life in Ontario; stories associated with historical places in the neighbourhood.

Elementary lessons in local municipal government and in the duties of citizenship.

Significance of the Flag.

Supplementary Reading of Canadian and British History story-books within the capacity of the pupils.

### FORM IV

*Junior Grade:*

The leading events in Canadian History up to 1763.

The leading events in British History up to 1603.

Great events in current history.

The elements of the civil government of Ontario.

The duties of citizenship.

Supplementary Reading of Canadian and British History story-books within the capacity of the pupils.

*Senior Grade:*

The leading events of British History since 1603.

The leading events of Canadian History since 1763.

Great events of current history.



## ***History—Geography.***

The elements of civil government of Canada.

The duties of citizenship.

Supplementary Reading of Canadian and British History story-books within the capacity of the pupils.

### **FORM V**

The history of Canada.

Current history.

The elements of municipal, provincial, and federal government.

The duties of citizenship.

Supplementary Reading of Canadian and British History story-books within the capacity of the pupils.

## **GEOGRAPHY**

The materials and the methods used in the course in Geography should be adapted in the first instance to interest the pupil in his natural surroundings. Gradually, however, he should gain the power to perceive the relationship between human activities on the one hand, and climate, natural features and phenomena, natural resources and products, and racial and national characteristics on the other hand. The early work should be largely observational in character. In the higher Forms illustrative materials, such as globes, maps, charts, and pictures, should be widely used in connection with all oral lessons and supplementary reading.

### **FORM I**

Simple observational work in connection with:

(a) Weather, seasons, sun, moon.

(b) Activities of the home and neighborhood.

(c) Plant and animal life; habits and uses of a few domestic and wild animals and birds; recognition of a few common trees, flowers, fruits.

### **FORM II**

Simple land and water forms; representation by modelling and drawing.

Local industries and products; local marketing.

The local township, county, city.

The earth as a whole: continents, oceans, their relative position and size.

Observations of the plant and animal life of the locality; identification of common birds, insects, flowers, weeds, trees.

Supplementary reading: Child Life in Other Lands.



## *Geography.*

### **FORM III**

#### *Junior Grade:*

##### **Introductory:**

Men who live by hunting and fishing; by lumbering and mining.

How man obtains food from the soil.

Raw materials, manufacture, transportation, and trade.

Land forms.

The earth as a whole: its form, rotation, poles, equator.

Climate and life.

Outline study of North America; surface, drainage, coastal waters, climate, resources, countries.

##### **Canada:**

Position, extent, people.

Physical divisions: characteristics of each.

Climate.

Chief natural resources: industries.

Chief rail and water routes.

A few of the chief exports and imports.

Provinces and Territories: relative position and comparative size.

Simple map drawing.

Supplementary Reading

#### *Senior Grade:*

Ontario: position, extent, surface, climate, resources, industries, exports, imports, trade centres, transportation routes.

Outline study of the other Provinces, and Newfoundland.

British Empire in general: component parts, peoples, chief trade routes.

Simple map drawing.

Supplementary Reading.

### **FORM IV**

#### *Junior Grade:*

Latitude and longitude.

Outline study of South America and Europe: surface, drainage, coastal waters, important countries.

The British Isles: extent, surface, climate, industries, exports, imports, chief trade routes, chief cities.

Detailed study of Australia and New Zealand.

Outline study of the United States: surface, drainage, climate, resources, chief cities.

Map drawing and use of outline maps.

Supplementary Reading.

#### *Senior Grade:*

Variation in length of day and night: the seasons.

Winds: rainfall.

The ocean and its movements.

Factors determining climate.

Outline study of Asia and Africa: surface, drainage, coastal waters, chief countries.

Detailed study of the following parts of the British Empire: Union of South Africa, India and Ceylon, Newfoundland, British West Indies.



## *Geography—Grammar.*

Outline study of the following countries: Brazil, Argentina, France, Italy, Germany, the Netherlands, Denmark, Norway and Sweden, Russia, Egypt, China, Japan.

Review of Canada, the British Isles, Australia, New Zealand, the United States.

Map drawing and use of outline maps.

Supplementary Reading.

### FORM V

The study of the following, with regard to their physical features; the influence of their geographical conditions on their political, industrial, and commercial development; their principal resources, industries, and productions; their chief centres of population; the condition of the people and their forms of government.

(1) The countries of Central America, South America, Europe, and Africa.

(2) The United States, Mexico, China, and Japan.

(3) The United Kingdom; the Dominions of Canada and Australia; the Union of South Africa; India; and other important parts of the British Empire.

Map study in connection with the above countries.

The countries in (1) and (2) to be studied in outline; those in (3) in greater detail.

Books of travel and other supplementary reading from the school or public library; when practicable, exhibits of the products characteristic of the countries studied; and pictures and photographs of famous places.

## GRAMMAR

The course in Grammar should be directed towards giving the pupil such a knowledge of the functions, forms, and relations of words as will assist him in speaking and writing the language with clearness and accuracy. It should give the pupil an insight into the principles underlying the structure of the language, and thus aid him in speaking and writing correctly in a rational way and not merely in an imitative way. The course should be made as practical as possible by closely correlating it at every stage with the pupil's oral and written speech.

In Form IV, where the formal study of Grammar is begun, the pupil's reasoning powers are just beginning to develop. Consequently the teacher should not attempt to impose upon him difficult abstract distinctions in the function of words. Nor should unnecessary technical terms, or much detail in analysis and parsing be required.

In the authorized text-book, "Ontario Public School Composition and Grammar," the simple elements of Grammar are incorporated in an informal way in the chapters on Composition. It will be well to review at the proper place the facts as presented there in connection with the formal course in Grammar.

### FORM IV

The sentence: assertive, interrogative, and imperative sentences.

Subject and predicate.

The noun, the pronoun, the verb.

The object of the verb; the completion of the predicate.

The adjective, the adverb.

Simple, compound, and complex sentences.



The phrase, the clause.

The preposition; the conjunction; the interjection.

Importance of function; different grammatical values of the same word.

Classification of phrases and clauses, where the relations are obvious and not idiomatic.

Simple classification of nouns, pronouns, verbs, adjectives, adverbs, conjunctions.

Inflection: number, case, person, tense, mood (simple distinctions only).

The elementary principles of syntax.

Analysis of easy sentences; easy parsing involving mainly the function and the grammatical relation of words in sentences.

#### FORM V

Review of course prescribed in Form IV with emphasis on the practical applications.

The principles of syntax and etymology.

A simple account of the development of the language.

Systematic application of the principles of Grammar in Oral and Written Composition.

### HYGIENE AND PHYSICAL CULTURE

The courses in Hygiene and Physical Culture are complementary to each other. The former provides the pupil with the knowledge necessary for the maintenance of his bodily health, and the latter provides the exercises and activities whereby this bodily health may be promoted. The two courses should be regarded merely as two sides of the same subject, and should therefore be closely correlated.

The lessons on health should be as simple, practical, and informal as possible and should involve a minimum of technical instruction in physiology. Only such physiological facts should be taught as are necessary to the clear understanding of the principles of hygiene. Much of the information on health should be communicated by means of suitable supplementary reading, including health bulletins.

In securing proper physical development, the main emphasis should be placed upon organized games, properly directed and supervised. For the more formal training the teacher should be guided by the "Syllabus of Physical Training for Schools, 1919," from which a selection of suitable exercises may be made. These exercises should frequently be taken in the classroom with windows open, as a relief from the fatigue of the regular school routine.

#### FORMS I and II

Simple lessons on the care of the skin, the teeth, the hair, and the nails.

Simple lessons on eating, drinking, breathing, neatness, and cleanliness.

Suitable physical exercises.

Organized play and games, indoors and outdoors.

#### FORM III

Lessons on the care of the eyes, ears, nose, and throat.

Health lessons on sunlight, fresh air, cleanliness, food, exercise, sleep, disease germs.

The bad effects of alcohol and tobacco on children.

Supplementary reading.

Suitable physical exercises.

Organized play and games.



**FORM IV**

Lessons on fresh air and ventilation, pure and impure water, foods, clothing.  
Elementary notions of the digestive, circulatory and respiratory systems.  
First aid: drowning, bleeding, fainting.

Effects of stimulants and narcotics.

Supplementary reading.

Suitable physical exercises; exercises with wands, dumb-bells, Indian clubs,  
where these are available.

Organized play and games.

**ART AND CONSTRUCTIVE WORK**

The courses in Art and Constructive Work should be directed primarily towards developing in the pupil a facility in expressing his ideas by means of certain manual activities. On the Art side the pupil is trained to express his ideas in a pictorial way by the use of pencil, crayon, and brush; on the Constructive side, in the making of objects by the use of tools. Coincident with this training there should be gradually developed in the pupil an appreciation of beauty that will be expressed, not alone in the making of beautiful pictures or objects, but in the selection of the things with which in later life he surrounds himself.

The courses for Forms I-IV are arranged in minimum and supplementary divisions. The minimum courses have been prescribed with careful consideration of the possibilities of both rural and urban schools, and these courses are to be taken in all schools without any omission. The supplementary courses provide additional exercises for those schools whose conditions permit more attention to be given to the work.

In the lower Forms, the teacher should take advantage of the pupil's spontaneous tendency to draw and construct, and should endeavour to direct this tendency in a useful way. Many of the exercises in Art and Constructive Work may be used in ungraded schools as valuable forms of seat-work under such direction and supervision as the teacher may be able to give while engaged with other classes.

**FORM I**

*Minimum Course:*

*Art.*—Freearm drawing with charcoal and coloured crayons for development of self-expression, and in the representation of natural forms, toys, etc.

*Constructive Work.*—Modelling in plastic materials for free expression, and in the representation of simple objects familiar to children.

*Supplementary Course:*

*Art.*—Simple illustration, with charcoal or soft pencils, and with coloured crayons, of nursery rhymes, games, stories.

Recognition of the six colours: red, orange, yellow, green, blue, violet.

Simple design with a view to application to constructed objects.

*Constructive Work.*—Paper cutting and mounting for free expression, in the representation of familiar objects, and in the illustration of simple stories and nursery rhymes.

Weaving: simple patterns and designs with paper.



## FORM II

### *Minimum Course:*

*Art.*—Freearm and freehand drawing, with charcoal, soft pencils, and coloured crayons, of natural forms and other interesting objects.

Single line capital letters.

*Constructive Work.*—Modelling in plastic materials for free expression, in the representation of simple familiar objects, and in the illustration of simple stories.

### *Supplementary Course:*

*Art.*—Illustration, with charcoal, coloured crayons, and soft pencils, of games, stories, special days.

Tints and shades of colour.

Drawing figures in mass.

Simple design with a view to application to constructed objects.

Elementary study of pictures.

*Constructive Work.*—Construction in heavy paper of such simple objects as book-marks, trays, boxes, baskets.

Paper-cutting and mounting for free expression, in the making of units for repetition in design, and in the illustration of suitable stories.

Modelling in plastic materials with a wider range of objects.

## FORM III

### *Minimum Course:*

*Art.*—Drawing with pencil and with brush and water colours, of fruits of simple form, large flowers, and common objects involving the foreshortening of the circle.

Lettering: capitals in heavier single strokes (Printers' Gothic).

### *Supplementary Course:*

*Art.*—Illustration of stories, etc.

Drawing the figure in mass.

Drawing from mounted specimens of the better known birds and animals.

Tints, shades, and intermediate hues of colour.

Simple design suitable for application to constructed objects.

Drawing from memory.

Picture Study.

*Constructive Work.*—Simple mechanical drawing as a basis for construction.

Cardboard modelling.

Clay modelling: natural objects, flat tiles, simple pottery, relief maps.

Paper-cutting.

Work in strip and thin wood.

## FORM IV

### *Minimum Course:*

*Art.*—Drawing with pencil and water-colours of plants, trees, and common objects.

Grouping of objects.

Freehand perspective as shown in rectangular objects.

Lettering: Roman capitals.



## *Art and Constructive Work—Nature Study and Agriculture.*

### *Supplementary Course:*

*Art.*—Colour charts involving a knowledge of complementary colours, graying of colours, and harmonies.

Drawing from mounted specimens of animals and birds.

Drawing of simple landscapes.

Simple design.

Drawing from memory.

Picture study.

## NATURE STUDY AND AGRICULTURE

The materials selected and the methods adopted in the courses in Nature Study and Agriculture should be directed towards developing in the pupil a sympathetic interest in plant and animal life, as well as an ability to observe and interpret correctly the common phenomena of his environment. It is evident that in this subject, in order to allow for differences of environment, some differentiation should be made among the topics assigned for rural schools and for urban schools. For this reason it has been found desirable to provide a compulsory minimum course containing topics that can be studied in both types of schools, and an optional supplementary course from which selections may be made to suit the particular conditions of the environment.

The agricultural topics of the supplementary course are not to be regarded as a means of teaching the pupil to carry on farming operations, but rather as a means of giving him an elementary knowledge of the more important scientific principles underlying the processes and activities of the farm. Later, if the pupil follows the occupation of farming, this scientific knowledge will enable him to carry out the various operations more intelligently.

Though separate supplementary courses are prescribed for Forms III and IV, the teacher may, if it is thought desirable, combine these Forms for instruction in topics selected from either course. The topics of the supplementary courses may be taken instead of those prescribed for the minimum courses so far as they cover the same ground.

### FORM III

#### *Minimum Course:*

Observational study of the life history of a few common insects, such as any common butterfly, any common beetle, the house-fly, the mosquito.

Observational study of the habits and adaptive structural features of some common animals and birds, such as rabbit, squirrel, fish, woodpecker, owl.

How animals prepare for winter (migration, hibernation, food storing).

Observation and identification of the common birds as they return in spring, noting their colour, song, food, and habits; bird protection.

Observation and recognition of some of the more common garden and wild plants.

Recognition of the more common weeds in the locality.

Comparative study of some common fruit trees, shade trees, and evergreen trees.

Propagation of common house plants from bulbs and cuttings.



## *Nature Study and Agriculture.*

### *Supplementary Course:*

Farm products of the locality.

Simple classification of soils.

Germination tests of farm seeds.

Collection of a few common weeds and weed seeds; methods of control.

Observation of bees in their relation to flowers; bee-keeping.

Types and Breeds of farm animals; general characteristics of various breeds.

Types and Breeds of poultry; care of poultry and of poultry products.

Observation of natural phenomena; simple experiments to show the nature of solids, liquids, and gases.

Planning and planting school and home gardens; transplanting; cultivation; garden experiments and demonstrations.

Beautifying the school grounds and roadside in front.

Arbor Day improvements.

### **FORM IV**

### *Minimum Course:*

Observational study of the habits and the life histories of such insects as the following: tomato-worm, any common moth, grasshopper, etc.; means of combating injurious insects.

Bird identification and study of typical members of some common families; economic value of birds.

Observational study of the habits, movements, adaptive features, and economic value of such animals as the toad, frog, earthworm, beaver, etc.

Recognition of the common flowering plants of the locality; examination of a few typical flowers so as to recognize the floral organs and the function of each.

Weed studies continued; methods of eradication.

Methods of seed dispersal.

Simple observations and experiments in germination of seeds.

Weather records: temperature, direction of winds, rainfall, etc.

Expansion of solids, liquids, and gases; practical applications.

### *Supplementary Course:*

Weed seed impurities in grain and grass seeds; collection of weed seeds continued.

Grain judging; wheat, oats, barley, and corn; testing seeds; seed selection.

Study of the potato: treatment for scab and blight; the potato beetle and methods of control; potato judging.

Soil studies: classes of soils; effect of lime on clay; acid and alkaline soils; muck; loam; drainage, principles and plans.

Rotation of crops.

Care of milk: Babcock test for fat; observation of the processes of butter-making.

Packing and care of eggs; candling; the incubator.

Air and liquid pressure; practical applications.

Oxygen and carbon dioxide; their relation to plant and animal life.

Capillarity and osmosis; their relation to plant growth.

Practical applications of heat, steam, and electricity in industries.

Sources of heat; methods of heat transmission.



## *Nature Study and Agriculture—Vocal Music.*

School and home gardens: planning; preparations for planting; hot beds; cold frames; planting; transplanting; cultivation.

Experiments with grains or roots in school and home gardens.

How to set out an orchard; care of an orchard; insects and their control; methods of packing and shipping fruit.

Organization of School Progress Clubs and Girls' Canning Clubs.

## VOCAL MUSIC

The course in Music should be directed towards developing in the pupil a taste for good music, and providing him with a means of worthy enjoyment both in school and in later life. The minimum course should train the pupil to sing with expression and beauty of tone, avoiding harshness and undue loudness. In addition to this, the supplementary course should give the pupil a grasp of the essentials of the theory of music, so far as it may be applied in laying a basis for sight-singing.

### *Minimum Course:*

#### FORMS I-IV.

Rote singing: The National Anthem; patriotic songs; folk songs; hymns suitable for the opening and closing exercises of the school; songs appropriate to the time of year; and other songs selected by the teacher, suitable to the age and attainments of the pupils.

### *Supplementary Courses:*

#### FORM I

#### *Junior Grade:*

(*For Schools using Tonic-Solfa and Staff Notations*).—The tones, Doh, Me, Soh, Te, and Ray, in all keys.

Simple measures with whole pulse tones and continuations, and half-pulse tones.

(*For Schools using Staff Notations only*).—The tones Doh, Me, Soh, in all keys.

Whole notes, half notes, and quarter notes, in simple times, with quarter-note beats.

The Treble Clef.

#### *Senior Grade:*

(*For Schools using Tonic-Solfa and Staff Notations*).—The course of the Junior Grade continued.

The complete major scale.

Half-pulse continuations.

(*For Schools using Staff Notations only*).—The course of the Junior Grade continued.

The complete Major Scale in all keys.

Eighth notes, in simple times, with quarter-note beats.



## FORM II

*(For Schools using Tonic-Solfa and Staff Notations).*—The tones of the Major Scale in all keys.

Quarter-pulse divisions, the silent pulse and silent half-pulse.

*(For Schools using Staff Notations only.)*—The tones of the Major Scale in all keys.

Dotted notes.

Whole pulse rests.

Time signatures.

Simple, duple, triple, and quarduple times, with half-note and eighth-note beats.

## FORM III

*(For schools using Tonic-Solfa and Staff Notations).*—The sharpened 4th (Fe), and flattened 7th (Ta), with simple modulations of one remove.

Pulse divisions of half-and-quarter, quarters-and-half, three quarters-and-quarters, thirds.

Songs in two parts, from the Tonic-Solfa Notation.

Transition from Tonic-Solfa to the Staff Notation.

*(For Schools using Staff Notations only.)*—The tones of the Major Scale in all keys.

Key signatures of from one to four sharps or flats.

Half pulse continuations, with dotted notes or ties.

Compound duple time.

Simple songs in two parts.

## FORM IV

*(For Schools using Tonic-Solfa and Staff Notations).*—Staff Notation.

The sharpened 4th (Fe), and flattened 7th (Ta).

The Minor Mode.

Sixteenth notes, triplets, and rests.

The Bass Clef.

Songs and exercises in two parts, from the Treble Clef.

Songs and exercises in three parts, with the lower part in the Bass Clef, adapted to the needs of boys whose voices are changing.

*(For Schools using the Staff Notation only.)*—The sharpened 4th (Fe), and flattened 7th (Ta).

The Minor Mode.

Sixteenth notes, triplets, and rests.

The Bass Clef.

Songs and exercises in two parts from the Treble Clef.

Songs and exercises in three parts, with the lower part in the Bass Clef adapted to the needs of boys whose voices are changing.

## MANUAL TRAINING

The course in Manual Training for Form IV is a continuation and extension of the courses provided in Constructive Work for Forms I–III. The materials used and the methods adopted should be directed towards giving the pupil (1) a



## *Manual Training—Household Science.*

certain mental training through the proper planning of objects to be made, and through the proper selection and use of materials and tools; and (2) a certain training in motor control through the activities involved in making the objects. The making of objects is important only as it involves the mastery of correct methods and the formation of good habits. The course may, however, in many cases provide a logical introduction to definite vocational training.

### FORM IV

#### *Junior Grade:*

*Drawing.*—Simple plans and elevations. Correct use of drawing board, T square, set squares, and compasses. Construction of the common geometrical figures. Simple lettering and figuring. Working drawings of objects made, either full size or to scale.

*Wood Work.*—Growth, structure, and identification of the woods used in the manufactures of the locality. Warping, twisting, checking; how caused and counteracted. Making of simple objects according to drawings previously prepared. Proper use of nails, screws, and glue. Use of simple joints in articles made; for example, end half lap, centre half lap, mitre, housing. Use and mechanical construction of common woodworking tools as exemplified in the making of a series of useful objects. Construction of simple school apparatus.

At least every alternate piece of work shall be kept for inspection.

#### *Senior Grade:*

*Drawing.*—Elementary orthographic and isometric projection. Simple sections. More advanced geometrical drawing. Freehand dimensioned sketches. Inking, tracing, lettering, and blue printing. Working drawings of objects made.

*Wood Work.*—Growth, structure, and identification of the woods used in the locality. Tool sharpening. Common joints used in various kinds of wood work—scarfing, simple dovetail, mortise and tenon, tongue and grooved joint—their use in making objects such as boxes, drawers, tables, book-cases, etc. Fastenings with dowels, pins, cleats, wedges, etc. Calculations, from drawings and specifications, of the amount of lumber required for articles made, and the cost.

At least every alternate piece of work must be kept for inspection.

Various methods of finishing, as staining, fuming, filling, shellacing, oiling.

*Wood Turning.*—Explanation of the lathe, its action, speed, parts, care, and use. The gouge—correct position, turning rough cylinder. The skew chisel; reason for grinding both sides at an angle. Concave surfaces with skew chisel. Irregular curves and spindle work. V grooves, beads and hollows. The introduction of hard wood and sand paper; exercises in turning handles. Face plate turning, chuck work, boxes with covers, powder box, napkin ring, goblet, etc.

Every piece of work shall be kept for inspection.

## HOUSEHOLD SCIENCE

The course in Household Science should be directed towards the following ends: (1) to secure a certain training of mind through the proper planning of work to be done and through the proper selection and use of materials, utensils, and tools; and (2) to develop a certain motor control through the activities involved in the work. The mastery of correct methods and the formation of



## *Household Science.*

good habits are of primary importance. The course should be closely correlated with the home life of the pupils in order to provide a motive for the work. Home practice should be given every encouragement.

The work may be undertaken in three main divisions; sewing, household management, and cookery. The first two of these may be taken in all schools as they can be taught satisfactorily with little special equipment. Cookery is possible only where special equipment is provided. The equipment for cookery required in rural schools will be different from that required in town and city schools, and suitable equipments have been designed for both types.

### FORM I

Simple talks on the necessary tools, materials and terms used in sewing.

Instruction in the uses of the needle and the thimble.

Simple stitch-forms with wool on canvas.

Practical application of each stitch-form in the making of such articles as mats, jewel cases, hair receivers, needlebooks, etc.

### FORM II

Instruction in the use of tools, including tape measure and scissors, continued.

More advanced stitch-forms.

Study of cloth; cloth edges; folds and hems; plain seams.

Practical application of the principles in the making of such articles as needlebooks, pen-wipers, dolls' blankets, dolls' aprons, iron holders, etc.

### FORM III

#### *Junior Grade:*

##### *Bills of household supplies—*

Furniture; bed and table linen; material for clothing.

Fuel, meat, milk, groceries.

Weekly or monthly expenses of an average household.

Comparison of home and store cost of cooked food, such as cake, bread, meat, canned fruit.

##### *Sources of household materials—*

Fuel.

Timber for building furniture.

Cotton, linen, woollens, paper, china.

Common groceries such as salt, sugar, spices, tea, coffee, cocoa, cheese, butter, cereals.

Cleansing agents such as coal-oil, gasoline, turpentine, whiting, bathbrick, soap.

##### *Manufacture of household materials—*

Cotton, linen, woollens, paper.

Salt, sugar, tea, coffee, cocoa, cheese, butter, cereals.

##### *Kitchen and equipment—*

Arrangement of a convenient kitchen.

Necessary utensils.

##### *Hand-sewing—*

The items are given under the Senior Grade.



*Household Science.*

*Senior Grade:*

*Cleaning—*

Elementary principles of cleaning.

Practice in cleaning dishes, tables, sinks, towels.

*Cookery—*

Table of cooking measurements.

A recipe (parts, steps in following it).

Reasons for cooking food; kinds of heat used; methods of cooking.

Practice in making simple dishes of one main ingredient.

*Serving—*

Setting the table.

Table service and manners.

*Hand-sewing—*

Review of stitch-forms, hems, and plain seams.

More advanced stitch-forms, gathering and stroking.

Bands, sewing on buttons, button-holes, bias strips and bending, tapes, French hem, mending.

Practical application in the making of such articles as work-bag, doll's sun-bonnet, apron with band, pot-holder, table napkin, flannel patch, overhanded patch, uniform for cooking.

**FORM IV**

*Junior Grade:*

*Cleaning—*

Review of methods of cleaning taken in Form III.

Cleaning of metals.

*The kitchen fire—*

Requirements of a fire.

Comparative merits of fuels.

Construction and care of a practical stove.

*Cookery—*

Practice lessons in preparing and cooking the common foods (milk, eggs, meat, fish, fruit, vegetables).

Cooking and serving a simple breakfast and a luncheon.

NOTE.—In rural schools this work should be largely concerned with dishes for the school lunch.

*Study of foods—*

Uses of food to the body.

Necessary elements in food.

Composition of the common foods.



## *Household Science.*

### *Laundry Work—*

Necessary materials and the action of each.  
Processes in washing white clothes.

NOTE.—These subjects are intended to be taught simply, not technically. In schools where there is no laundry equipment, the order of work may be developed in class and the practice carried on at home.

### *Hand-sewing—*

The sub-topics are given under the Senior Grade.

### *Senior Grade:*

#### *Household Sanitation—*

Disposal of waste.  
Principles and methods of sterilizing and disinfecting.

#### *Cookery—*

Practice lessons to review cooking common foods.  
Flour (kinds, composition of white flour); flour-mixtures (kinds, methods of mixing, lightening agents).  
Practice in making bread and cake.  
Cooking and serving a simple home dinner at a fixed cost.

#### *Foods—*

Planning meals so as to obtain a broad balance of food elements.

#### *Preservation of food—*

Causes of decay; principles and methods of preservation.  
Practice in canning.

#### *Laundry work—*

Washing of woollens (the processes).

#### *Home nursing—*

Two simple lessons to include the following:—

- (a) The sick-room (location, size, ventilation, care).
- (b) Care of patient's bed and diet.
- (c) Making of mustard and other simple poultices.

NOTE.—Where no equipment has been provided, a large doll and doll's bed will serve.

#### *Hand-sewing—*

More advanced work, involving a review and application of earlier work.  
French seams, felled seams, flannel seams, sewing on lace, plackets, darning, mending.

Practical application of principles in the making of such articles as flannel petticoat, set of underwear for small child, dress for small child.

Stockinet darn, hemmed patch.



PHYSIOGRAPHY, ALGEBRA, GEOMETRY, ART, BOTANY, ZOOLOGY, AGRICULTURE and HORTICULTURE, LATIN, FRENCH, GERMAN, MANUAL TRAINING, HOUSEHOLD SCIENCE, MUSIC, BUSINESS PRACTICE, STENOGRAPHY and TYPEWRITING

#### FORM V

The courses in the above subjects for Form V are the same as those for the Lower School of the High Schools. (See pages 14–39, Courses of Study of the High Schools, Collegiate Institutes and Continuation Schools.) From the subjects in the above list, the Principal may, with the consent of the Board and the approval of the Inspector, select those subjects and those details that are deemed desirable and practicable in the condition of the school. If, however, the pupils are being prepared for the examinations for the Lower School or Entrance to the Model Schools, the requirements for these examinations must, of course, be fulfilled.

### 6. EXAMINATION REQUIREMENTS

#### ENTRANCE TO THE HIGH SCHOOLS

(1) Candidates for admission to the High School shall have completed the courses in the subjects prescribed for Form IV in the following groups:

GROUP I—Art and Constructive Work (minimum course); Hygiene and Physical Culture, and Nature Study and Agriculture (minimum course).

GROUP II—Oral Reading, Writing, Spelling, Geography, History, Grammar, Literature, Composition, Arithmetic.

(2) Candidates may be admitted to the Lower School of a High School in accordance with the following scheme:

(a) In the case of Group I, on the certificate of the Principal of the Public, Separate or Normal Model School that the courses in the subjects have been taken up in accordance with the Regulations.

(b) In the case of Group II, on a written examination in all the subjects of the group, on question papers prepared by the Department of Education; or, on the certificate of the Principal of the Public, Separate, or Normal Model School as provided in Section 8 below.

(c) The certificate of the Principal shall state that the candidates from his school whom he recommends for admission have completed to his satisfaction and in accordance with the Regulations the courses in the subjects of the group to which his recommendation refers, and shall be accepted by the Entrance Board only after due investigation as provided in Section 8 below.

(3) The written examination on the subjects of Group II shall be held annually at the centres provided for in *The High Schools Act*, in accordance with a time-table to be issued by the Minister from time to time.

(4) (a) Before the examination begins, every Principal concerned shall send to the Public School Inspector for the consideration of the Entrance Board (1) a report as to the standing of his candidates in the different subjects of the examination, and (2) a certificate that the requirements of the course in Literature as to supplementary reading have been duly carried out.



(b) Only the names of the candidates who, in the judgment of the Principal, have satisfactorily completed the course for this examination may be included in the report.

NOTE.—On application to the Deputy Minister, blank forms for the use of Principals in making their reports on the standing of their candidates at the examination will be sent to the Inspector, who shall state the number required.

(5) (a) At the examination in Group II the answer papers shall be valued and the results reported to the Minister by the Entrance Board.

(b) The marks for the subjects of Group II shall be apportioned as follows:—

Oral Reading, Writing, Spelling, each 50; Literature, History, Grammar, Composition, Geography, and Arithmetic, each 100.

(6) The question papers in each of the subjects of Group II will be based upon the courses of study prescribed for Form IV, or for the Senior grade of Form IV where the course is divided into two grades. The question paper in Literature will be based partly on passages from the Fourth Reader and partly on sight passages in prose and poetry. On this paper the candidate's knowledge of the selections for memorization will also be tested.

(7) (a) Two marks shall be deducted for each mis-spelt word in the answer papers in Spelling; but, if the error consists in the misuse or the omission of a capital, a hyphen, or an apostrophe, only one mark shall be deducted.

(b) In addition to the deductions for mistakes in the answer paper in Spelling, reasonable deductions shall be made for mis-spelling in all the other answer papers.

(c) Deductions shall also be made in the subjects for lack of neatness.

(d) The marks in Writing shall be apportioned as follows: A maximum of twenty-five marks to the questions on the paper in the subject and a maximum of twenty-five marks to the candidate's writing, as judged from his answer papers to one of the other subjects, said subject to be determined each year by the Entrance Board after the close of the examination in that group, and the subject so selected shall not be disclosed to the candidates.

(8) (a) When, as provided in Section 2 above, an Entrance Board decides to consider the expediency of adopting the scheme of admitting candidates from a school on the Principal's certificate in Group II, it shall direct the Inspector concerned to make, as early in each school year as practicable, a report to said Board in the case of each school in his Inspectorate preparing candidates for admission to the High Schools, as to whether the subjects prescribed therefor in Groups I and II respectively are being taken up to his satisfaction in all the forms of the school, having regard to the character of the teaching, the organization, and the management.

(b) In the event of the Entrance Board's deciding, on said reports, to admit candidates on the certificate of the Principal of any of said schools in the subjects of Group II, the Secretary shall promptly thereafter notify the Principal of the Board's decision, and shall direct him to forward to the Secretary of the Entrance Board, on a date, not later than June 1st, to be fixed by it, for the consideration of said Board, a certified list of the candidates recommended, and any other records or particulars the Entrance Board may require. The Entrance Board shall settle which candidates on the Principal's list shall be admitted.



(c) The Entrance Board's decision as to the acceptance or rejection of the candidates listed in the Principal's certificate shall be forwarded by the Secretary of the Board to the Principal, so that he may receive the notice one week before the written examination. The Principal shall then communicate promptly the Board's decision to the pupils concerned, but he shall give no information on the subject to the general public.

### PUBLIC SCHOOL GRADUATION DIPLOMA

(1) Candidates for the Public School Graduation diploma shall have successfully completed the prescribed courses of Form V of the Public or Separate Schools or of the Lower School of a High School, Collegiate Institute or Continuation School in the following subjects:

Group I—Literature and Reading, Composition and Spelling, Writing, Algebra, Geometry.

Group II—Canadian History and Civics, Arithmetic, Grammar, Geography, Art, Physiography, and any two of the following: Botany, Zoology, Agriculture (First Year), Agriculture (Second Year).

NOTES.—(a) In the cases of Art, Physiography, Botany, Zoology, and Agriculture, the courses are those prescribed for the Lower School of the High School.

(b) Each of the following subjects of Group I is a two-years' course, viz.: English Literature, English Composition, Reading, Writing, Spelling; in the case of Algebra and Geometry, each shall be taken for one year but not concurrently.

(c) Each of the following subjects in Group II is a one-year's course, viz.: Canadian History and Civics, Physiography, Arithmetic, English Grammar, Art, Geography, Botany, Zoology.

(d) Pupils who have passed the Junior Public School Graduation examination in Canadian History and Geography will be exempt from further examinations in those subjects.

(2) Question papers will not be set in any of the subjects of Group I. To be granted credit for any of these subjects, a pupil shall have completed the prescribed course of study therein and shall have passed comprehensive tests conducted by the teacher of the subject or subjects with an average of at least 50 per cent. of the aggregate marks assigned to each subject in all the tests of the school year. One of these tests shall be held towards the close of the school year and shall cover the prescribed course of study. The Principal of the school shall certify that the foregoing conditions have been fulfilled.

(3) In the subjects of Group II the examination papers will be the same as those for the Lower School. Candidates will be granted credit for any subject on which they obtain at least 50 per cent. of the aggregate marks assigned to the subject.

(4) Pupils in Public or Separate School Fifth Classes may be granted credit for any of the subjects of Group II on a plan similar to that outlined in Section 2 above for the subjects of Group I, provided (a) that the school has at least two teachers; (b) that the teacher or teachers of the Fifth Class work are fully qualified, holding at least a Second Class certificate; (c) that adequate provision has been made for the proper teaching of the subjects taken up; (d) that the Inspector approves of the report of the Principal.



(5) Public School Graduation diplomas may, on the recommendation of the Principal, with the approval of the Inspector, be awarded to Public or Separate School pupils in one-teacher schools, who have satisfactorily completed the prescribed courses of Form V as specified in Groups I and II above. Diplomas granted in this way, however, will not be accepted in lieu of the Lower School certificate.

(6) It will require two years for any candidate to complete the course as prescribed above, but some of the subjects should be completed and examinations written thereon at the end of the first year. These subjects might include at least Canadian History and Civics, Algebra, Grammar, Geography, and either Botany or Zoology.

(7) The following optional subjects may be taken only under the following conditions:—

(a) Latin may be taken only in a school where the teacher of the subject holds at least a First or a Second Class certificate and has passed, in the language, the Middle or Upper School Departmental examination, or a University examination approved by the Minister.

(b) French and German may be taken only in a school where the teacher of the subject holds, at least, a First or a Second Class certificate, and has passed a Departmental or a University examination in the language he undertakes to teach; or, in lieu thereof, a special certificate granted by the Minister of Education on submission of proof of academic and professional qualifications enabling him to teach the language in a Public or Separate School.

(c) Manual Training, Household Science, Business Practice, Stenography and Typewriting may be taken with the consent of the School Board and the approval of the Inspector.

(8) The options selected shall be submitted in all cases for the approval of the Public or Separate School Inspector, as the case may be.

(9) The Public School Graduation diploma shall show the subjects taken at the examination, and shall be signed by the Chairman of the Board, the Inspector, and the Principal.

NOTE.—The Diploma forms may be obtained on application to the Deputy Minister.